

C
H89C
44/1915

PRESIDENT'S REPORT

1915

HUNTER COLLEGE

OF

THE CITY OF NEW YORK



FORTY-FIFTH ANNUAL REPORT

FOR

THE YEAR ENDING DECEMBER 31, 1915

NEW YORK

1916

CENTRAL CIRCULATION BOOKSTACKS

The person charging this material is responsible for its renewal or its return to the library from which it was borrowed on or before the **Latest Date** stamped below. **You may be charged a minimum fee of \$75.00 for each lost book.**

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

TO RENEW CALL TELEPHONE CENTER, 333-8400

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

NOV 03 1997

HUN

When renewing by phone, write new due date below previous due date.

L162

THE YEAR ENDING DECEMBER 31, 1915

NEW YORK

1916

PRESIDENT'S REPORT

1915

HUNTER COLLEGE

OF

THE CITY OF NEW YORK



FORTY-FIFTH ANNUAL REPORT

FOR

THE YEAR ENDING DECEMBER 31, 1915

NEW YORK

1916

BOARD OF TRUSTEES

1915

*PAUL FULLER, *Chairman*

MRS. HELEN CRAPSER SMITH

MRS. MIRIAM SUTRO PRICE

MRS. MARY GILROY MULQUEEN

PHILIP J. MCCOOK

MRS. ELLA WILSON KRAMER

ADRIAN VAN SINDEREN

EDWARD J. MCGUIRE

PROFESSOR JAMES HARVEY ROBINSON

EX OFFICIO MEMBERS

THOMAS W. CHURCHILL, *President of the Board of Education.*

GEORGE SAMLER DAVIS, LL.D., *President of the College.*

A. EMERSON PALMER,

Secretary to the Board of Trustees.

C. B. J. SNYDER,

Superintendent, College Buildings.

HENRY R. M. COOK,

Auditor for the Board of Trustees.

* Died November 29th, 1915.

CONTENTS

	PAGE
Board of Trustees changed.....	3
College Work	10
The Student Body.....	12
Admissions	13
Increase in Enrollment.....	15
Distribution of Students by Residence.....	16
Distribution of Students by Elective Groups.....	17
Work performed by the various Departments.....	19
Graduations	20
Departments of Study:	
Art	20
History and Political Science.....	21
German	21
French	22
Latin and Greek.....	23
Mathematics	26
Physics and Chemistry.....	30
Music	31
Natural Science	32
Other Departments	32
Changes and Appointments in the Teaching Staff.....	33
The High School.....	34
The Model School.....	35
Summer High School Sessions.....	36
Award of Prizes.....	37
Appendix containing the names of the graduates for the year 1915	40

HUNTER COLLEGE OF THE CITY OF NEW YORK

REPORT OF THE PRESIDENT FOR THE YEAR 1915

TO THE BOARD OF TRUSTEES:

In accordance with the by-laws of the Board of Trustees, I have the honor to submit my report upon the College for the year ending December 31st, 1915.

The history of the College during the period referred to is not marked, so far as the work of the Faculty and the student-body is concerned, by any momentous events; but in the general government of the institution an important change has taken place.

Up to the middle of 1915, the Board of Trustees was composed of the forty-six members of the Board of Education of the City of New York together with the President of the College, all ex officio, who, as a separate and distinct board, governed the institution as to its general policies. The more intimate control was vested in an Executive Committee consisting of nine members, including the Chairman of the Board of Trustees and the President of the College. This committee was appointed by the Chairman of the Board of Trustees from among the forty-six members.

It was felt that a smaller board, whose members did not have, in addition to their work for the College, the onerous and exacting duties imposed by membership in the Board of Education, would be much more helpful in our future development. Accordingly, early in the year, an amendment to the College charter was secured from the Legislature, whereby a

new board of eleven members, men and women, was substituted for the old board of forty-six. Nine of the eleven are appointed by the Mayor, the other two being the President of the Board of Education and the President of the College, ex officio. Pursuant to this amendment the Mayor appointed the following members:

Mrs. James McGregor Smith (Helen Crapser), Mrs. Michael J. Mulqueen (Mary Gilroy), Mrs. Samuel J. Kramer (Ella Wilson), Mr. Edward J. McGuire, Mr. Paul Fuller, Mrs. Joseph M. Price (Miriam Sutro), Mr. Philip J. McCook, Mr. Adrian Van Sinderen, Prof. James Harvey Robinson.

Mr. Paul Fuller was unanimously elected to the chairmanship of the new board at a meeting held October 14th, 1915.

THOMAS HUNTER

It is with the deepest regret that I have to record, as another important event, the death, on October 14th, of our revered President Emeritus, Dr. Thomas Hunter. Dr. Hunter was the first president of the College, and it was largely, if not chiefly, under his inspiration that it was founded. It was he who directed and developed it as an institution for the higher academic education of women, as an essential basis of preparation for those who desired to take up the profession of teaching. He held the advanced view, more commonly accepted to-day, that professional training based upon a meagre foundation of learning was a poor equipment for a teacher; and the curriculum of this institution has accordingly laid chief emphasis upon a study of the humanities and the sciences, while professional training has been of a more general nature, incidental to the academic work. The growth of the institution under Dr. Hunter's guidance for over thirty-six years was remarkable; and it attested the soundness of his theory. The influence of his personality still persists and will long persist among the thousands of young women and young men of the City who came under his instruction. Dr. Hunter's

memory is happily perpetuated by the bestowal of his name upon the College, an event which was appropriately arranged during his life, a fitting reward for his services to education.

PAUL FULLER

Closely following the death of Dr. Hunter came that of Mr. Paul Fuller on the twenty-ninth of November, the succeeding month. Mr. Fuller had only recently been elected the first chairman of the new Board of Trustees. In his short connection with the College, he had given substantial evidence of his interest and great promise of service for our welfare. By the death of this distinguished jurist, citizen and courteous gentleman, the College sustained a most severe loss.

Aside from the foregoing events, the tenor of our academic life has remained practically undisturbed. The work of the College has progressed, but not with full effectiveness, because of increased numbers and the lack of adequate equipment. This lack is apparent in all branches of study, but especially in those that must rely largely upon the use of laboratories and libraries. In both of these respects there is a serious dearth of facilities in comparison with other colleges. For laboratories, every available corner has been brought into service; and every dollar that could be saved from supplies has been devoted to the enlargement and improvement of our modest libraries. These necessary tools for the accomplishment of work, as work in a college should be carried on, are sadly lacking in completeness. Some immediate improvement could be obtained in this respect by small increases of funds for more books; and the same might be said concerning some of the laboratories, as to their equipment. But full and adequate relief can only come through the provision of more space by the continuance of our rebuilding operations which have now been held in abeyance for several years.

It will probably be difficult at this time to secure funds from the City to replace the old portions of our present build-

ing; yet it should be borne in mind that the new building is an uncompleted public improvement which, at the time it was begun, was comprehensively planned with the intention of replacing the old building in its entirety. From this point of view it might be considered as worthy of precedence over other equally desirable public improvements under consideration, but not yet started.

The first portion of our new structure, erected on Lexington Avenue, was completed and equipped well within the appropriation made for the purpose, and I believe that the same care and economy can be observed in our future operations. Mr. C. B. J. Snyder, our architect, has prepared some extended studies of what is proposed for the more economical use of our site. These show the disposition of the proposed buildings on the lot, the ground plans and elevations, together with the general effect of the whole building when completed. I would respectfully commend the consideration of these plans to the members of the Board of Trustees and especially to the Committee on Buildings, in order that our requests for funds, when made, may be supported by a clear knowledge of our intentions.

COLLEGE WORK

It is unnecessary to discuss here the present curriculum of the College, for that is clearly set forth in the annual catalog. But a word or two as to its possible future development will not be out of place. The organization of the College work has always been such as to make it possible for our graduates to enter upon the work of public education and to supply a leaven of broadly educated young women for that branch of municipal service. Beyond providing a higher type of teacher for elementary and high schools, no direct effort has been made to supply other needs of the City. The fact that our resources were adequate to but the one field of incidental work and that it was difficult to determine those other fields of public service in which women who are graduates

of colleges could be as effectively used as men, were two of the considerations that prevented any attempt towards the expansion of our activities in this respect. The latter consideration is not insurmountable; but the former will have to be met before we can do effectively, anything beyond what we have been doing for so many years, the improvement of the City's supply of teachers.

Whatever may be undertaken to expand our work in the more obviously utilitarian fields, it should not be at the sacrifice of the academic or liberal studies, for these, through their disciplinary and cultural influences, are the basis of the intelligence which makes for efficiency in the understanding of the technicalities of professional work. Perhaps, if it did not trench too much upon the work we have been doing for the schools of the City, we might be justified in taking a broader view of the function of the College and further adapt certain courses in some of our departments of study to training for other occupations than those that might be designated as municipal. Yet, in view of the lack of sufficient room and means for even our present activities, it does not seem wise, at this time, to undertake much beyond a study of possibilities for the future.

It is believed possible, however, to extend the work of the College in duration if not in new fields. It is believed that college courses can be given at night and during the summer vacation, which can be rendered self-supporting by charging a small fee, sufficient to cover the actual expense of tuition and administration. Self-supporting sessions of a high school grade have been held in the building for several years past; and there seems to be no reason why college courses may not be equally successful when carried on in the same way. I think that the experiment should be tried in order to meet and to test the demand or desire among the young women of the City for higher instruction in the evenings, and to see whether summer courses can not be made to serve a useful purpose to our own students to some extent, and to our grad-

uates of former years who did not receive as full a course of instruction as the College offers to-day. If the undertaking, so far as evening courses are concerned, should not prove successful, it would be proper to consider some method whereby, perhaps, women might take advantage of the free courses now given for young men at the College of the City of New York; for it is probable that such work can be carried on more economically and more extensively by one organization than by two. To bring this about would probably require some legislative action.

THE STUDENT BODY

The records of the office of the Registrar still show an increasing student body. The number admitted to the freshman class in 1915 exceeds that of 1914 by over one hundred students. The number of admissions in 1914 was 555, and in 1915 it was 661. This is a source of satisfaction, as the requirements for entrance have been rigidly enforced. In spite of this, our numbers are growing beyond the capacity of our equipment and staff, so that the faculty, in order to restrict the admissions somewhat, has fixed a higher passing mark in the regents' examinations than has been accepted for entrance in the past. This step will meet, I feel sure, the approval of the various secondary schools of the City. It will entail no hardship; for it is chiefly among those who enter with the minimum mark accepted that early "academic mortality" occurs. Higher standards of admission will eliminate in advance many "potential failures."

The largest number on register at any one time during the year 1915 was 1619, while the gross total registration during the same period was 2070. Of these, 286 were graduated and 287 were discharged for various causes: inability to do the work, lack of interest, illness and financial inability. The greater number of those who drop out because of inability to do the work is to be found in the freshman class, and is composed chiefly of those who meet the entrance requirements

with the lowest marks accepted. It is these almost inevitable failures that we hope to exclude in advance by demanding a higher passing mark in the entrance examinations.

Of the two following tables, No. I shows the sources from which the freshman classes of the last three years were recruited: It shows a better representation from nearly all the City high schools, especially from Wadleigh High School and from Washington Irving.

TABLE I

SOURCES OF ADMISSIONS OF STUDENTS DURING THE LAST THREE YEARS

HIGH SCHOOL	1913		1914		1915	
	Feb.	Sept.	Feb.	Sept.	Feb.	Sept.
Bay Ridge H. S.....	..	..	1	5	5	4
Bryant H. S.....	3	2	..	5	..	6
Bushwick H. S.....	..	..	..	1	5	3
Curtis H. S.....	1	6	1	2	2	11
Eastern District H. S.....	21	16	14	18	11	15
Erasmus Hall H. S.....	11	10	12	4	9	11
Far Rockaway H. S.....	1	..	..	..	1	3
Flushing H. S.....	3	5	1	2	3	3
Girls' H. S.....	11	15	5	9	13	15
Hunter H. S.....	76	66	58	68	64	65
Jamaica H. S.....	1	6	4	2	4	3
Manual Training H. S.....	3	5	3	6	2	5
Morris H. S.....	17	28	21	29	26	31
Newtown H. S.....	1	3	3	5	2	6
Richmond H. S.....	1	2	2	..	2	1
Wadleigh H. S.....	37	44	36	44	60	72
Washington Irving H. S...	42	21	22	42	30	41
Other High Schools.....	20	79	21	109	17	110
New York Training School..	..	2	..	..	..	..
Brooklyn Training School..	1	2	..	..	..	..
	250	312	204	351	256	405
Total Admissions from all sources.....	562		555		661	

In connection with the matter of admissions to College the following report by Professor Dawson, Chairman of the Committee on Admissions, is of interest :

“Within the last year the College has taken a step which will have a marked influence upon its standing and efficiency. I refer to the change in the pass mark in admission subjects from sixty percent to sixty-five. This change goes into effect with the beginning of the present academic year, and therefore students who enter the College with the opening of the next term must present the higher admission requirement in so far as they present credits earned in the January examinations of this year. The change has met with the entire approval and applause of the high school principals, who say without hesitation that the higher mark will strengthen all who are interested in public education in the City. The Regents’ marks are set for graduation from high school rather than for admission to college; and are distinctly easier to earn than are the College Entrance Examination Board marks of the same numerical grade. Seventy percent would be nearly equivalent to the sixty percent of the College Entrance Examination Board.

“It is manifest that the unit system as a basis for admission to college is passing out of favor and that some sort of comprehensive examination or test for power is to take its place. This is a desirable change, but a solution of the problems which the change presents has by no means been reached. It will be found exceedingly difficult to set comprehensive examinations which the cram master cannot forecast; and if the colleges test only for power and real interest, the attendance at collegiate institutions will doubtless decrease more rapidly than some college authorities will have stability enough to withstand.

“The present admission requirements at Hunter College seem to comprise the old and the new plans in a way that makes it possible for us on the one hand to refuse no student

who really wishes to secure advanced training and is able to take it; and on the other, makes it possible for us increasingly to decline to accept those who wish to obtain a college degree for its commercial value without any reference to the obligations it imposes or the preparation which it requires."

Table II, which follows below, gives the actual number of students in attendance on recitations at the end of each year from 1907 to 1915, both inclusive. It is interesting to note the variations in the net increase in enrollment during this succession of years.

TABLE II
ENROLLMENT

	Net Enrollment	Net Increase	Per Cent. Increase
December 31, 1907.....	548	..	..
December 31, 1908.....	691	143	26
December 31, 1909.....	791	100	15
December 31, 1910.....	1020	229	29
December 31, 1911.....	1172	152	15
December 31, 1912.....	1242	70	6
December 31, 1913.....	1268	26	2
December 31, 1914.....	1360	92	7
December 31, 1915.....	1497	137	10

The following table shows the geographical distribution of our students within the City, and the extent to which each borough is represented in the student body. It shows a substantial increase from each of the boroughs except Richmond, which maintains but one high school, and from which the route of travel is rather long and difficult. It shows, too, the almost total elimination of the non-resident student. It has been difficult in the past to exclude such students entirely.

The number of them in attendance has always been greatly exaggerated. The adoption of effective means to secure the absolute exclusion of non-residents is one way to settle this problem; but a more appropriate solution of it might be to make some arrangement whereby residents of the State might attend on payment by the State to the City of an amount equal to the per capita cost of instruction for each student. For about ten thousand dollars annually, the benefits of the College, which are greatly desired by residents of adjoining counties, could be extended to fifty students.

TABLE III

DISTRIBUTION OF STUDENTS BY RESIDENCE ON DECEMBER 31ST
OF THE LAST THREE YEARS

Borough	1913	1914	1915	Increase
Manhattan	661	706	780	74
The Bronx.....	307	304	324	20
Brooklyn	202	243	269	26
Queens	57	72	96	24
Richmond	26	30	27	3*
Removed from City.....	15	5	1	4*
	1268	1360	1497	137

* Decrease.

Table IV shows the grouping of the student body according to the department of study in which they are taking their major subject. This classification does not, by any means, indicate the total number of those taking the subject mentioned. The interesting item of the table is that showing the entrance of Physical Science among the major elective groups for the first time in the history of the College.

TABLE IV

DISTRIBUTION OF STUDENTS BY ELECTIVE GROUPS ON DECEMBER
31ST OF THE LAST THREE YEARS

Elective Group	1913	1914	1915	Increase
Mathematics	312	313	348	35
Classics	154	161	168	7
French	177	183	166	17*
German	154	153	181	28
Science	203	232	306	74
History	266	312	324	12
Physical Science.....	0	0	4	4
Special Students.....	2	6	0	6*
	1268	1360	1497	137

* Decrease.

From time to time information has been requested concerning the amount of work performed by the teaching staff of the College. It is not possible, by means of any table or statistics, to present a full and accurate estimate of this aspect of organization. It is not possible to measure the amount or the value of an instructor's efforts by the number of hours on a program. A large program may be attended with little effort and small results, while a small program often represents much work and great results. Yet, with a corps of instructors conscientious and of a generally high efficiency, such statistics can give information of value. They show the framework upon which the complete work is built. They imply, on the part of the conscientious instructor, antecedent hours of preparation and subsequent hours of study and consideration of the results of the recitation, including hours of correction of exercises; so that, when we take into consideration the fact that most of the staff usually have incidental

collegiate interests, the complete work of each becomes large. In this College, in many instances, it might be considered too large, according to the standards set for the ideal college.

The following table shows the amount of work performed each week by the several departments, measured in terms of the number of courses taught, the average number of periods for each instructor, the average number of students taught by each, and the average number of student hours for each. All of these are obvious factors with the exception, perhaps, of the number of student hours. The whole number of student hours for a given department is found by taking the sum of the products obtained by multiplying the number of students registered in each course taught by the number of periods devoted to that course each week. In this table, only the average number of student hours per instructor is given. The total number for the department may be found by multiplying this average by the number of instructors shown in column I.

TABLE V.

TABLE SHOWING THE AVERAGE AMOUNT OF WORK PERFORMED
WEEKLY BY THE INSTRUCTORS IN THE VARIOUS
DEPARTMENTS OF STUDY

Term September 1915—January 1916

Department	I No. Instructors	II No. Courses	III Av. No. Periods	IV Av. No. Students	V Av. No. Student Hours
Art Hist. & Draw.	5.3	33	17+	145+	228+
Biology & Geology.	11	30	16+	109+	279+
Classics	9.7	31	15+	105+	296+
Education					
Part I.	10	15	16+	155	397+
Part II.	7.5	23	16+	320+	356+
English	15.2	23	17+	130+	284+
French	7	27	15+	127+	283+
German	8	26	15+	106+	288+
History	10	18	14+	87+	262+
Mathematics	9	20	16+	105+	294+
Music	5	24	18+	101+	116+
Physics & Chem- istry	6	11	18+	83+	319+
Physiol. & Hygiene	4.2	12	17+	292+	415+
Total.	107.9	293	16+	136+	296+

NOTE—In column I the decimals are caused by the fact that some of the instructors give only part of their time to the department concerned.

From Table V it will be seen that, while the average number of recitation periods varies but little for the instructors in the several departments, the average number of students and of student hours varies greatly. In respect to the number of program periods, the average for a college is high. As to the number of student hours, however, some improvement can probably be made. The great variation in this latter respect is caused chiefly by two elements: the necessity of having small sections, as in voice culture in the Department

of Music, and the practicability of having larger sections, as in the Department of Physiology and Hygiene. In the other departments, the number of student hours is to some extent kept down by the small seating capacity of many of the rooms.

The following table shows the number of graduates in each of the past eight years. The slight falling off is probably due chiefly to the policy of requiring all but the best students to extend the work for their degree of A.B. over four years.

TABLE VI
GRADUATES

	1908	1909	1910	1911	1912	1913	1914	1915
January.....	..	22	48	71	69	102	119	114
June.....	77	174	177	136	143	197	170	172
	77	196	225	207	212	299	289	286

THE DEPARTMENTS OF STUDY

From the report of the Department of Art submitted by Professor Reid, I present the following excerpts:

"The work has been satisfactory in point of student attendance, interest and quality of results. The following established courses have been in operation: five courses in design, five courses in studio work, six teachers courses (high school and grammar grades) and twelve courses in art history. The scope of the department has been increased by only one course, Art Appreciation, a general study of the space arts, designed primarily as preparatory to the courses in design, but of benefit to all students. Any other enlargement of the work has been impossible because of the necessity for economy in teachers and material.

"It would be most desirable to have an additional instructor to assist in the Teachers Courses, so that Miss Wykes, who

has charge of these now, might take classes in Art History, etc. It has been a gratification that her students, who have since graduation qualified as teachers in training in the City high schools, have reflected credit upon the College, request having been made for additional candidates of the same type.

"The Arts and Crafts Club is one of the activities of the department. This very generously gave of its time and work to a small sale for the Lenox Hill Settlement last November, under the inspiration of Miss Drevenstedt."

The following paragraph from the report of Professor Dawson of the Department of History and Political Science presents suggestions deserving the most careful consideration:

"No change of any consequence has been introduced in the work of those specializing in History and Political Science. They are required, for the History Major, to complete a year's work in each of the following: American, English and European History; and in addition, two elective courses; and for the Political Science Minor, a year in government, a year in Economics and two Political Science optionals. I have, for some time, felt that this is one of the instances in which our students still specialize too narrowly. I find that when they graduate they frequently have taken very little solid instruction outside of the department in which they have specialized. It is not at all certain in my mind that it would not be better to still further limit the possible specialization in any one department, and expect a somewhat larger survey, particularly by those who are not going to teach in secondary school or college. I should be glad to see the work of specializing in this Department reduced to either a major or a minor in History and Political Science instead of both a major and a minor in the field, if there were associated with it a general reorganization to prevent (to take only one of many examples) a student from doing nearly all of her work in college in the modern languages; or nearly all of it in mathematics."

In the extracts given below from the report of Dr. Kayser, will be found a succinct and interesting statement showing the

gradual development and broadening of the work of the German Department:

"We felt that the candidates for teaching ought to get at least a general knowledge of those elements of German life and civilization not ordinarily, or at least not primarily, expressed in works of literary art, and so the two hours of Course 28 were assigned to it. The aim of the course is to acquaint the student, in a summary way, with every phase of activity of the German mind from the earliest historic times to the present. It comprises such topics as the ethnic composition of Germany; its physical conditions; its political, civic and social changes; its economic growth; its manners and customs; its educational trends and institutional forms; its movements in philosophy, art, religion, etc. The course, in order to be entirely satisfactory, naturally needs a large outfit; it needs much illustrative material, books, pictures, slides, etc. Owing to the present circumstances, however, we have not been able to acquire all that is necessary; still, by making abundant use of what we already possess in our library and by borrowing other material from wherever we could, we have managed to work up a course which, on the whole, I am sure, was not only profitable but also enjoyable to the students.

"The weekly Department meetings continue to be most helpful. Every change and new step is carefully considered by the whole body and in most cases we abide by the majority vote. The general work of the Department is largely carried on on the committee plan. We have committees on Entrance Examination, on Library, on Records, on Prizes, on Choice of Textbooks, on the Textbook Library (samples sent to us by publishers), on Elementary Courses, on Minor Work, on the 'Verein'. By this organization the ever-increasing details of the Department are not only more adequately distributed, but the work is also more effectively done."

Miss Gray, the Acting Head of the Department of French, sets forth the conditions existing in that division of study as follows:

"During the protracted absence of Professor Bargy the work in this Department has continued without any substantial change in the course of study. It has been my aim to follow out, as far as possible, the plans in operation at the time you assigned the direction of the Department to me. Therefore, I have but little on which to report, in the way of innovation. I am glad, however, to state that in general our work seems to have proceeded in a most satisfactory manner.

"Especially gratifying were the results obtained by our students in the examinations conducted last June for the position of teacher in training in the City high schools. Out of the fourteen candidates for French, only seven were successful; and five of the seven constituted the entire number of our graduates applying.

"As the number of students desiring to specialize in high school methods in French is steadily increasing, measures have been adopted to restrict the size of the class in 'Special French.' To this end, the requirements for admission into the special course have been made more severe by the introduction of an oral test conducted in the presence of all the instructors. Only students who possess a considerable fluency in French are admitted into the course for prospective teachers.

"The cutting down of our staff from eight members to seven in February 1915 has been greatly felt by the instructors whose work has been thereby increased. The correction of essays and compositions, which forms so important a part of modern language teaching, cannot, of course, receive the attention that it would, were the programs of the instructors less heavy. It is earnestly to be hoped that, in the interest of the students, the French staff may soon be restored to its former size."

The status of the study of Latin and Greek is, at all times, a matter of great interest, and Professor Whicher points out, in his report, that over ten per cent of the students are taking a Latin Major and that "no other institution in Greater New York can show so large a number of students taking Greek

as may be found in our classes." The number taking Latin as a major subject is 171, and those taking Greek number 166.

In reference to special features of the department work Professor Whicher says:

"For some years past Professor Flood has had entire charge of the work of beginning Latin, a subject of growing importance since so many students are entering College without any training in that language. By the use of a modified 'Direct Method' Professor Flood has put this work on a very satisfactory basis, and I cannot too highly commend the skill and devotion which she has brought to bear upon a difficult task. If the College perseveres in the policy (as I think it ought) of requiring every candidate for B. A. to take at least one year of Latin, Professor Flood's working out of a successful method for the elementary classes will be increasingly useful to the Department.

"During the Autumn Semester, Miss Tanzer, at my request, has delivered two lectures on Roman Life to each section of the Freshman class under instruction in Latin. She will continue to do this the coming term, and a similar work in Greek Life will be begun by Professor Hartt. It is very desirable that the work of a class occupied chiefly in literary or grammatical interpretation should occasionally be thus interrupted by the presentation of some more objective phases of ancient life, and I hope we may eventually develop a complete system for doing this throughout the Department.

"In the Classical Study there are now on the shelves 1400 volumes. It should be noted, however, that this number includes a disproportionately large number of books useful in a few specialized courses, such, for instance, as Mythology I and II. It includes, also, a number of books and bound periodicals lent by instructors. The College has purchased a comparatively small number of books in Greek and Latin philology proper, and the amounts annually available for new books are quite inadequate. In 1915 sixty dollars only were thus appropriated, and in consequence a large number of books

asked for by instructors could not be purchased. I strongly urge, therefore that when practicable a special sum, say \$1,000, be appropriated for the purchase of reference books, standard editions of authors commonly read, and particularly literary translations and other works which will attract and inform the non-classical reader.

"Our collections of slides, photographs, charts, and illustrative material are steadily, if slowly, growing, and are increasingly of use. In my estimate for the Department for the year 1916 I have included a small sum for further purchases of this sort."

The conditions existing in the Department of Latin and Greek with regard to library facilities are typical of all other departments, which are sadly lacking in this respect. The cause of the trouble is, as has been said, a lack of funds. Yet no one could have made the means at our disposal go farther than the Honorary Librarian, Dr. Wilson, whose knowledge and attention have secured for the library we have, with its inadequate staff, the highest degree of efficiency of which it is capable.

As an instance of special activities by the staff, the following extracts from a report made by Miss Helen H. Tanzer are of interest:

"Lectures on Roman Life and Roman Topography were delivered to the students of the following institutions: Wadleigh High School; Girls' High School, Brooklyn; Ursuline Academy, Concourse; De Witt Clinton High School; Charleton School; Englewood High School, Englewood, N. J. (delivered at the school); Weehawken High School; College of St. Elizabeth, Convent, N. J. (delivered at the college); Richmond Hill High School; Hunter College Freshmen; Columbia University, Summer Session; High School of Ardsley-on-Hudson; Erasmus Hall High School; Morris High School; Bryant High School; and Bay Ridge High School.

"These visitors came in parties ranging from fifteen to

forty-five students. They usually remained for two hours or more at a time, inspecting the models of the Forum, the Roman house, the shrine, the camp, the charts, the antiquities, etc. These visits were made in the afternoon after two o'clock, including Saturday. Other visitors to see the models came at various times during the week, including Saturday. Most of them were teachers from other institutions, including secondary schools, colleges and universities."

In my last annual report, I gave considerable space to the rapidly developing work of the Department of Physiology and Hygiene. In this one, similar consideration is given to the Department of Mathematics; and below, I give certain extracts from the report of Professor Requa, which indicate the views held by that department upon some of the phases of the work it performs.

"The course of study as readjusted last year has proved satisfactory; it is thorough and well correlated. By the introduction of new optionals and more laboratory periods, the work of the department is progressive. The Association of Teachers of Mathematics in the Middle States and Maryland—its New York Section—and the Mathematics Section of the New York High School Teachers' Association have given their almost undivided attention to the teaching of Commercial Arithmetic in the high schools. The following optional has been introduced to keep in touch with this movement, and the increasing demands for the practical application of higher mathematics to the study of Political Science and to the training in financial affairs that every college student should receive. 'Higher Mathematics applied to financial and industrial problems; application of series to interest computations; mathematical theory of investment; curves of efficiency; relations of corporations to stockholders; schedules for accumulation of bond discounts; insurance; graph work showing the use of the exponential curve in securing wearing values; principles of building and loan associations; 3 periods; one-half year—3 credits—Professor Webster.'

"The manifest value of the laboratory period in Plane Trigonometry—for instruction in the use of the transit and the slide rule—encouraged me to introduce a similar period in Solid Geometry and Spherical Trigonometry. The power of visualization is the first step in the cultivation of mathematical imagination, the development of which is an important duty of the mathematics teacher. In the study of Solid Geometry and Spherical Trigonometry the student is confronted with the confusing third dimension when she meets with the necessity of thinking in at least two planes at a time. This difficulty is lessened by the making of models, and the use of individual spheres for solving problems during laboratory hours. The students enjoy these extra periods, which are so helpful in clarifying the more formal study of these subjects. Miss Walker has reported that all learned with comparatively little effort to translate astronomical data into perspective drawings that showed an excellent grasp of spherical relations. She considers these periods of great value.

"I have waited two years in order to report from experience upon the value of the obligatory mathematics required of all students. Trigonometry brings out clearly the interrelation between Algebra and Geometry, formerly treated as distinct subjects. Although somewhat mechanical in nature, it gives a new view of the value of mathematics, and arouses a spirit of investigation into the problems which confront the surveyor, navigator, astronomer, etc. The students, with few exceptions, are interested in this work, and the instructors report it profitable to the non-mathematical pupils.

"The usual interest, enthusiasm, and esprit de corps have been manifest in the meetings of the Mathematics Club. The effort to have the students prepare most of the programs has been duly rewarded in the added interest that the pupils take in their daily tasks. This preparation also serves to bring the instructors and students into a close personal relation so essential to culture. A few representative instructors of Mathematics from other institutions and an unusual number of

graduate members have attended the meetings. It is gratifying to report that Miss Alma Fabricius, a member of the Club, was awarded first prize (\$100) in the Globe Essay Contest on Advertising.

"The Association of Teachers of Mathematics in the Middle States and Maryland held its spring meeting at Hunter College. During November, a joint session of the New York Section of the Association of Teachers of Mathematics in the Middle States and Maryland and the Mathematics Section of the New York High School Teachers' Association was also held here. The hearty coöperation of all the instructors of the department, and the senior members of the Mathematics Club, contributed to the success of these meetings.

"Further accessions of reference books have been made to the Mathematics Section of the Library. By careful economy many of these books have been purchased for the Library with department funds, so lessening the demands upon the Library Fund. The money usually spent abroad to make additions to the Mathematics Museum was used for the purchase of frames with removable backs. The display in these frames each term of the best results of the construction work in the several courses, serves as an inspiration to the students taking the same course."

The extracts which follow will serve to indicate the method, extent and success of the efforts of this department in the preparation of teachers of mathematics for the high schools. The few students who are permitted to take the courses in preparation for this work are carefully selected in order that the schools may receive only the best. The method and success of the Department of Mathematics may be taken generally as typical of the other departments.

"Each candidate is passed upon by the entire staff before permission to take the course is granted. The department again passes on the Pedagogy 47 students and their parallel term ratings before they are permitted to take the special

training for high school teachers of mathematics. This department recommends for teacher-in-training certificate only those who have passed successfully Education 47 and Mathematics 48 at Hunter College.

“Large numbers of recent graduates still continue to take advanced courses in Mathematics at the Universities. The excellent standing they maintain in these courses is a tribute to the thoroughness of their preparation and an evidence of the enthusiasm for the subject which has been aroused in them.

“Owing to the severe competitive examination given by the Board of Examiners last April for license as High School Assistant Teachers of Mathematics, less than 20% of the candidates from all institutions passed. Nevertheless, the Hunter College graduates were again able to maintain their good standing, comprising more than 50% of the successful women candidates.

“The following is the record of Graduates of the Mathematics Department, licensed during 1915 by the New York Board of Education:

Licensed as Assistant High School Teachers of	
Mathematics	7
Licensed as Evening High School Teachers of	
Mathematics	9
Licensed as Teachers-in-training of Mathematics	19

Each teacher-in-training who has 180 days high school experience is entitled, upon application, to a substitute license.

“In addition to the above, ten Hunter College graduates passed the written tests given in September by the Board of Examiners, for license as High School Assistant Teachers of Mathematics. As the ratings of the oral and practical tests given to these ten have not been announced, the result must be carried over to the report for 1916. However, within the year the record number of seventeen passed the written examinations for Assistant High School Teacher of Mathematics.

All but *three* licensed as Teachers-in-training received appointments in our City high schools. One of the January graduates was appointed to an out-of-town high school, and one of the June Class to the William Penn High School, Philadelphia, Pa."

For the Department of Physics and Chemistry Professor Hill reports in part as follows:

"During the last year the classes in the Department of Chemistry have wholly outgrown their quarters. Using every available hour and every available laboratory does not give us sufficient accommodation. Our crowded laboratories with makeshift ventilation, crude, unsightly tables, with inadequate water accommodations, with no hoods nor drying ovens; with little or no drawer nor closet accommodations would be unendurable if we did not anticipate better conditions in the future. One look at what we are using for laboratories to-day would convince any skeptic of our need of new quarters.

"The growing congestion can be met in one of two ways: more laboratory space and equipment or a reconstruction of program-making which would permit the use of laboratories for two consecutive hours during the forenoons. Such a change of program would give to instructors in all departments widely scattered programs, with early forenoon and late afternoon hours, and therefore seems to be out of the question.

"In spite of the increase in classes, our teaching staff is no larger. We have employed one of our graduates as a regular substitute and her work has been excellent. It is possible for us to handle an additional increase in numbers at a comparatively small cost for instruction by employing student help for laboratory supervision. To do this effectively we must have larger laboratories where many students can work. With a large laboratory it is possible to put thirty or forty students at work with a regular instructor in charge and with a student to help her."

From Professor Hill's statements it will be seen under what inconvenient conditions the work of his department is carried on. I believe that no other institution of learning labors under such disadvantages in respect to teaching, especially of Chemistry, as ours. There is hardly even a high school so poorly and inadequately equipped in respect to laboratories. According to the plans of the new building previously referred to, these conditions are to be corrected by providing the necessary facilities for work in Physical Science in one of the wings next to be erected.

In the ensuing paragraph, Professor Fleck of the Department of Music gives briefly a view of the situation as it exists in the College with respect to the subject of Music. The consideration given to this branch and to Art has been increasing in most institutions of higher learning; and the former, especially, can be treated in a manner to offer opportunities for strong intellectual application.

"In other departments, students specializing in the respective subjects have taken that subject as a major from the first term. Music, being a minor, is not begun until the second year. To equalize the opportunities offered by the various departments, the students should at least have the chance of beginning Music in the first term, and so derive all possible benefit from the courses of the department. There is not sufficient opportunity given to acquire the subject matter of Music, and subject matter is the important point in the equipment of a teacher; the lack of it, the weak point in the average school music teacher; a lack not covered by pedagogical courses. The aim of the college students is, or ought to be, to know fully and systematically, irrespective of any immediate application of this knowledge for pedagogical or practical purposes. The short time spent in college is the only period in which a student can encourage in herself this important feature of intellectual activity. When once she has entered the lists, and is whirled into the struggle of existence, there is not much opportunity for the encouragement and study of any subject from the abstract or even cultural point of view."

Professor Burgess, for the Department of Natural Science, reports: "a year of continued industry. The subjects as outlined for this department in our published Course of Study have been followed up with energy. With a large increase in the number of first year students, their needs have been in part met by my devoting temporarily much of my own time to lectures to them in Botany, on two afternoons of the week, with copious illustrations of fresh material which I have collected in the country adjoining. I trust that ere long provision for a more adequate teaching force will give relief from some of this work and give more time for department supervision. The lack of time now for the latter purpose would produce serious results were it not for the good response rendered by my excellent corps of teachers.

"Some important accessions have been made to our equipment during the year. The most remarkable, perhaps, is one which I was so fortunate as to secure at slight expense (thirty dollars), of a large collection of about a thousand specimens of predynastic Egyptian work, chiefly in stone, partly in pottery and in textiles—invaluable as an aid in the conduct of anthropological work."

In the various other departments, English, Education, Physiology and Hygiene, the work has been carried on as usual. The work of the Education Department, especially as tested by the examinations for license to teach, has been highly satisfactory. In the Department of English, because of the sudden and very sad death of Associate Professor Marjorie Burr Sargent, the work in Oral English has been placed under the direction of Miss Prentiss, who will make a worthy successor and very effective teacher.

Mrs. Sargent initiated and developed the work in Spoken English as a department of instruction in the College. She was tireless in her labors for her students, and to this excess of zeal her death was largely owing. Mrs. Sargent had great ability and thorough training in her subject, and her work in

dramatics was remarkable. She was able to inspire her students with enthusiasm and confidence. All have felt most deeply the serious loss we have sustained in her death.

As already stated, the work of the Department of Physiology and Hygiene was treated of rather fully in my last report; but the real development in this department cannot be realized or understood properly from my presentation of it. I therefore suggest that those interested pay a visit to the rooms of Dr. Wilson on the ground floor of the College building.

CHANGES IN THE TEACHING STAFF

Appointments and changes in the teaching staff of the College during the year 1915 were as follows: Adeline G. Wykes, Instructor in the Department of Art, was made Assistant Professor. Kate Louise Hartt, A.M., N. Y. U., and Marie T. Widmayer, A.M., N. Y. U., Instructors in the Classical Department, were made Assistant Professors. In the Department of Education, Hannah M. Egan, A.M., Columbia, was appointed Assistant Instructor. In the Department of English: Blanche C. Williams, Ph.D., Columbia, Instructor, was made Assistant Professor; Clara Byrnes, A.M., N. Y. U., of the Department of Physiology and Hygiene, and Henrietta Prentiss, M.Sc., University of Iowa, of the Department of Natural Science, were transferred to the Department of English; Emma G. M. McCague, A.M., N. Y. U., and Emma K. Temple, A.M., Columbia, were appointed Assistant Instructors. Louise Charvet, A.M., N. Y. U., Tutor, was appointed Assistant Instructor of French. Frida von Unwerth, A.M., Columbia, Instructor in the Department of German, was made Assistant Professor. In the Department of History, the following Instructors were made Assistant Professors: Amanda Carolyn Northrop, Anne Bush MacLear, Ph.D., Columbia, and Helen L. Young, Ph.D., Yale; Dudley D. Carroll, A.M., Columbia, was appointed Instructor. Assistant Professor Raymond B. Earle, D.Sc., N. Y. U., was made Associate Professor in the Department of Natural Science; Jule G.

McGrath, A.B., Hunter, and Margaret A. Graham, Ph.D., Cornell, were appointed Assistant Instructors in that Department. Frances E. McRae, A.M., Columbia, Instructor, was made Assistant Professor in the Department of Physical Science.

Under the new by-laws, the Principal of the High School and the Principal of the Model School were given the rank of Associate Professor, and the Head of the School for Kindergartners was given the rank of Assistant Professor.

On the Clerical Staff, Emma E. Vought was appointed Confidential Clerk to the Faculty.

Withdrawals from the teaching staff were as follows: Associate Professor Marjorie Burr Sargent, of the Department of English, deceased. Florence M. Smith, Instructor of English, and Eula J. Steene, Assistant Instructor of English, resigned. Martha Hoermann, Assistant Instructor of German, and Amy I. Woodall, Assistant Instructor of Physiology and Hygiene, resigned.

THE HIGH SCHOOL

In spite of the fact that entrance to our High School is obtained only by competitive examination, the pressure for admission seems to grow each year, and our numbers have been steadily increasing. The growth in numbers, however, has required practically no increase in the staff of teachers. The average attendance for 1914 was 1274; for 1915 it was 1392. The number of classes has advanced from 40 to 44. Of these, 16 were taught in the public school at 93rd Street and Amsterdam Avenue, and 28 at Public School No. 165, in West 108th Street. The accommodation of these extra pupils has been provided for by an ingenious plan devised by Miss Beach, consisting of a modified "double session."

Concerning the results of the competitive examinations for State Scholarships, Miss Beach reports as follows:

"Out of 175 scholarships awarded to students of Manhat-

tan and The Bronx, Hunter College High School won 55. This was nearly twenty in excess of the number won by our closest competitor, Morris High School."

Miss Beach points out that there is a greater unity of spirit in both the work and the incidental activities of the students, brought about by allowing, in the latter matters, a greater amount of control by the pupils. This unity of feeling has also been enhanced by the establishment of an annual Rally Day for the High School at the College, in the Chapel.

There are several advantages, as Miss Beach shows, to accrue from having our High School taught in but one building instead of two, as at present. There would be, in the first place, a greater economy in the use of the teaching staff; it would permit greater flexibility in program making, a greater uniformity in registers of classes, increased gymnasium facilities and library accommodations, together with a number of other incidental advantages. If a whole building of sufficient size could be obtained in the neighborhood of the College itself, a still further benefit would arise out of the greater convenience for those of our students who use the school in their preparation for teaching in secondary schools.

The following changes in the teaching staff have taken place: Mary Powell Anderson, A.M., Columbia, was appointed Tutor in the Department of English. Helen G. Taylor, A.M., Columbia, was appointed Tutor in the Department of Natural Science. Julia Holt Price, A.B., Hunter, was appointed Clerical Assistant.

THE MODEL SCHOOL

The work of the Model School has been efficiently performed. With the expansion of the College in numbers and with the consequent increase of those taking the courses in education, the work of the model and critic teachers has also grown. This work has been carried on faithfully and effectively. The register of this school is 550. There are twenty teachers, each having an average of twenty-eight pupils.

Marie K. Mackenzie, who had been appointed in the Model School with some service in the School for Kindergartners, resigned her position to be married.

SUMMER HIGH SCHOOL SESSIONS

These sessions were carried on with continued success. The work was expanded considerably, in that the number of grades taught was increased in each of the following departments of study: Chemistry, English, French, German, Latin, Mathematics and Zoology. The total number of applicants was 878; but only 596 of these could be taught. The rest had to be excluded because of lack of facilities to give the particular work desired. All of the high schools of the City, from Far Rockaway to The Bronx, were represented among the pupils. The number from Brooklyn fell off, however, because of the opening of similar courses at a neighboring institution; yet, in spite of this, the total number taught was greater than in the previous year, showing an increased demand for this grade of work. From the schools of Manhattan and The Bronx there was an increase of ten per cent.

The expense of these summer sessions was met by the payment of small fees by the pupils. The following financial statement has been submitted by the director of the school:

RECEIPTS	
From students' fees.....	\$4,738.00
DISBURSEMENTS	
For services of fourteen instructors.....	4,425.40
For services of director.....	200.00
For services of clerks.....	48.00
For services of janitor.....	40.00
For Laboratory material.....	11.20
For special text-books.....	4.20
For stationery.....	7.20
For expressage.....	2.00
	<hr/>
	\$4,738.00

The fourteen instructors mentioned above performed service from 9 till 1.15 five days a week for eight weeks. Each taught four periods a day.

AWARDS OF PRIZES

DEPARTMENT OF GERMAN

In the Major Courses: The Ottendorfer Gold Medal for the highest scholarship in German was awarded to Leah R. Naguid. Lena Friedrich, Mildred Koenig and Henrietta Kasindorf received honorable mention. The Adolf Kuttroff Prize, \$50, for excellence in senior work, was divided equally between Leah Naguid and Sophia E. Marck, and Lena Tulchen received honorable mention. The Albert Tag Prize, \$50, for excellence in senior work, was divided equally between Lena Friedrich and Mildred Koenig. Edna Lessing received honorable mention. The Dr. Joseph H. Senner Prize, \$40, for the best German essay on "Ein Zeitbild des 10. Jahrhunderts, nach Scheffels Ekkehard", was awarded to Lena Friedrich, Frieda M. Heckel and Leah Naguid receiving honorable mention.

In the Minor Courses: The Ottendorfer Silver Medal for the highest scholarship in German was awarded to Vera Tschudy. Fannie G. Harrowich and Fannie Lippman received honorable mention.

In the Major and Minor Courses: The Herman Ridder Prize, \$40, for the best competitive composition on "G. Freytags Roman 'Soll und Haben'; eine Verherrlichung der Arbeit", was divided equally between Lena Tulchen and Mildred Koenig. Lena Friedrich and Edna Lessing received honorable mention.

DEPARTMENT OF FRENCH

The William Wood Memorial Prize, \$40, for the greatest proficiency in French, was awarded to E. Adelaide Hahn.

The French Chamber of Commerce Prize, \$40, was divided equally between two students having the second highest record in French: Florence Dalton and Pauline Horwitt. Honorable mention was made of M. A. Corinne Prévot, Fannie G. Harrowich and Ethel Lifschitz.

DEPARTMENT OF EDUCATION

The Kelly Silver Medal for methods of teaching was awarded to May Benning. The Kelly Bronze Medal was given to Isabel I. Peddie. Sophie M. Hillmann, Julia Simpson and Lillian Corrigan received honorable mention.

DEPARTMENT OF NATURAL SCIENCE

The Kane Gold Medal, awarded to the student having the highest record in Natural Science, was given to Hilda Stam. Elizabeth D. Focht, Anna Rosansky and Marguerite Van Epps received honorable mention. The Else Seringhaus Scholarship, \$50, for summer study in the Marine Biological Laboratory at Woods Hole, Mass., was awarded to Marguerite Van Epps.

DEPARTMENT OF LATIN

The Wilson G. Hunt Gold Medal was awarded to E. Adelaide Hahn. May Benning received honorable mention. The Classical Club Prizes were given to Lillian Corrigan and E. Adelaide Hahn; Sophie M. Hillmann and May Benning receiving honorable mention.

DEPARTMENT OF ENGLISH

The Randolph Guggenheimer Memorial Prize for English Literature, a gold watch, was awarded to Helen M. Roth. Lillian M. North and E. Adelaide Hahn received honorable mention. The Bernard Cohen Prize, \$40, for English Composition, open to all students who have taken certain English courses, was awarded to Gladys C. Petersen. Honorable mention was made of Grace Jackman.

DEPARTMENT OF MATHEMATICS

The Dr. Thomas Hunter Prize, \$40, for proficiency in Mathematics, was divided equally between Julia Simpson and Florence L. Abrams. Isabel McLaughlin and Dorothy White received honorable mention. The Joseph A. Gillet Prize for excellence in Mathematics was awarded to Elva G. Wald; Florence Levin and Matilda Steinberg receiving honorable mention.

DEPARTMENT OF MUSIC

The Libbie Van Arsdale Memorial Prize, \$40, was awarded to Helene Welker. Edith Romm and Fannie Lippman received honorable mention.

DEPARTMENT OF HISTORY

The Thomas Hunter Prize, \$40, for proficiency in History, offered by the Associate Alumnae of the College, was divided equally between Jeannette Armstrong and Alice D. Buxbaum. Ethel Lewes Levine received honorable mention. A prize of \$40, offered by the Washington Heights Chapter, National Society, Daughters of the American Revolution, for the best essay on some subject of American History, was awarded to Pauline Goldfarb. Mary Brittan received honorable mention.

APPENDIX

The degree of A.B. was conferred upon the following graduates:

1915 (January)

Ablowich, Hazel Loucile	Glynn, Mary Ellen
Abramson, Alice Ella	Goodman, Reina
Bahr, Edna Mary	Gordon, Mary Dositheus
Batt, Millicent	Greenberg, Elsa
*Beirne, Marie G. B.	Hallacy, Josephine V.
Berzinsky, Dinah	*Harmelin, Tony
Blumenfeld, Sadie C.	Harrowich, Fannie Grace
Boyland, Alice Marie	Helpern, Edna
Brecher, Martha W.	Higbie, Ina Marie
Briggs, Estelle Suttie	Himmelstein, B. Miriam
Buckley, Charlotte Bernadette	Hingsberg, Olga Helene
Chertkoff, Frieda	Horn, Clara
Clark, Lilian Matilda	Jacobson, Rose A.
Cohen, Rae	James, Anna V.
Cook, Grace Elizabeth	Kaplan, Isabel D.
*Corrigan, Lillian	Kaslowitsky, Ida
Crane, Marjorie	Kelsey, Hazel Genevieve
Cremer, Marie Bevan	Kettle, Florence M.
Crohn, Naomi	Kingsberg, Ruth Razella
Cusack, Annette Lucille	Kirschbaum, Mary
Darcy, May Elizabeth	Kleinberg, Anna
Decker, Mary Madeleine	Lenihan, Isabelle Agnes
Duinkerke, Jessie L.	*Levin, Florence
Ellis, Gladys Floretta	Levy, Frieda
Fiala, Elizabeth A.	Levy, May
Finkelstein, Bertha	Lewin, Mary Helen
Fischer, Florence D.	Lichterman, Dorothy
Fitzsimons, Isabelle Virginia	*Liebman, Mabelle Henrietta
Freund, E. Mildred	Linker, Katherine
Frey, Elise A.	Lipka, Jeannette
Friedman, Sarah Rosalind	Loeb, Elizabeth Vera
Glaser, Dorothy	Lyons, Eleanor Theresa
Gluck, Nellie E.	McAllister, Mary Elizabeth

McManus, Emma Gertrude	Schlichter, Vera
Maloney, Agnes Veronica	Schneider, Dora
*Marck, Sophia E.	Schottland, Selma
Marini, Rose Margaret	Settle, Mollie H.
Mendell, Rose	Shannon, Irene
Miller, Nellie	Sher, Rose
Mitsch, Elsie Katherine	Siegel, Sonia
Mooney, Marie Gabrielle	Smith, Catharine Frances
Morse, Lillian M.	Soldano, Josephine
Moscovitz, Bessie	Stryker, Marian Kirkham
Murphy, Evelyn A. M. J.	Tickell, Pearl V.
*Naguid, Leah	Tolk, Bessie
*Nemecek, Marie Edith	Trumpler, Dorothea
Nichthausen, Pauline	*Tulchen, Lena
O'Brien, Edith Georgina	Van Epps, Marguerite F.
Partisch, Elsa	Velsor, Gladys
*Peddie, Isabel I.	Walsh, Nanette Josephine
Regan, Mary Alice	Watkins, Lucy Catharine
Reppert, Hilde	Wagh, Mabel Amelia
Rogaliner, Helene F.	Weill, Mathilde
Rosenblum, Rebecca	Weisberg, Harriot Estelle
Rosenfeld, Edith Ethel	Weiss, Mildred
Rubin, Anna Sylvia	Williamson, Dorothy Louisa
Ryan, Margaret Veronica	*Wohnsiedler, Dorothea Rita

1915 (June)

*Abrams, Florence L.	Carroll, Margaret B.
Ackerman, Beatrice A.	*Carroll, Margaret M.
Allen, E. Emorene	Clayton, Mary E.
Armstrong, Jeannette	Collins, Mae
*Benning, May	Collins, Ursula Margaret
Bern, Clara	Conlon, Anna
*Block, Dorothea W.	Costigan, Dorothy
Bobrowsky, Ida	Coulter, Marion M.
Brainin, Bertha	Crocker, Marie L.
Bray, Marguerite R.	Crooks, Eleanor Monroe
Busch, Lillian Elizabeth	Dahlberg, Louise
Buxbaum, Alice D.	Dalton, Florence
Caldwell, Carrie	*Davidson, Edna Hannah
Campbell, Dorothy	Dickstein, Dorothy
Carey, Florence Regina	Dillon, Marcella
Carney, Mary Agnes	Donahue, Helen V.

Ellison, Josephine	Kier, Louise M.
Eltz, Edith Gertrude	*Koenig, Mildred
Farrell, Adelaide Dolores	Lally, Henrietta
Fels, Marie-Louise	*Lessing, Edna
Finnegan, Alice	Levene, Ethel Lewes
Fischhofer, Helen E.	Lewkowitz, Beatrix
Flynn, Margaret Dolorita	Lifschitz, Ethel
Flynn, Mary A. A.	Lindsay, Edith Lyle
Focht, Elizabeth D.	*Lippman, Fannie
Frank, Julia	Lowenhaupt, Alice Ruth
Freezer, Celia	Lyon, Louisabelle
Friedman, Miriam	Macaluso, Marie Louise
Friedrich, Lena	McCabe, Catherine Estelle
Gawron, Lillian	McGowan, Mary Josephine
Gilmore, Ethel Melinda	McHale, Madeline G.
Ginsberg, Belle Grace	Mackin, Agnes Lucille
Glutsch, Elizabeth Carolyn	*McLaughlin, Isabel Cecilia
Glynn, Margaret Mary	McMahon, Lucy Loughran
Goldfarb, Pauline	Mahnken, Ada Voss
Gordon, Ethel	Mahoney, May Agnes
Graefe, Clara Anna	Malbin, Sarah
*Grenelle, Alice N.	Marcus, Anna
*Hahn, E. Adelaide	Markowitz, Bertha
Harris, Henrietta	Markus, Jeannette Marcella
Hartnett, Mary Viola	Melnick, Estelle
Hausman, Anna E.	Miceli, Johanna Regina
*Heckel, Frieda Marie	Minzesheimer, Carrie T.
*Hillmann, Sophie Marie	Monaghan, Margaret
Hirschensohn, Tehilla R.	Murray, Mary Josephine
Hoffman, Esther	Murtha, Marie Geraldine
Hogan, Gladys	Nearey, Grace Katherine
Hohenfeld, Margaret Lucia	Nicholson, Rose Marie
*Horwitt, Pauline	North, Lillian M.
Hubbell, Laura Renison	Nustgarten, Dora Helen
Hübner, Clara Elise	O'Brien, Kathleen M.
*Isles, Edith Wilson	O'Connell, Marie Louise
Jacobs, Lillian Cecil	O'Connell, Patricia Augusta
Joyce, Sarah Isabelle	O'Leary, Alice Regina
Kantor, Rose	Olenin, Florence Valeria
Kasindorf, Henrietta	Piccirilli, Beatrice
Kattmann, H. Emmy	Pierini, Rose Anna
Kautsky, Blanche Veronica	Pinsky, Nellie
Kenny, Julia F.	Powers, Marie Rose
Ketcham, Clara Ludlam	Prévot, M. A. Corinne

Purcell, Isabella Campbell	Slepian, Anna
Reis, Daisy Charlotte	Smid, Barbara Anna
Reville, Marguerite Lydon	Smolensky, Elizabeth
Riley, Jennie H.	Sorby, Cecelia Miriam
Ritter, Loretta V.	Stam, Hilda
Robinson, Anna	Steinberg, Matilda
Roeszler, Eunice Sarah M.	Stewart, Ruth
Romm, Edith	Strelitz, Anna Marie
Roos, Evelyn Roberta	Tannenbaum, Sadie
Rosansky, Anna	Tokaji, Melanie
Rosenthal, Ruth J.	Tong, Anna Ruth
*Roth, Helen Mercedes	*Tschudy, Vera Anna
Russo, Elizabeth Anna	von Hoegen, Anna Camilla
Sanderson, Olive Hunter	Wald, Elva
Schapiro, Emma Rema	Walsh, Mary Eleanor
Schmidt, Dora E.	Wein, Evelyn
Scholes, Audrey	Welker, Helene
Schwarcz, Gertrude Matilda	Werner, Paula Regina
Schwarz, Gisella Ruth	Wettlaufer, Althea E.
Schwarz, Irma	White, Dorothy Evelyn
Sharts, Grace Evelyn	Whitehurst, Elizabeth C.
Shaw, Bessie	Wimpie, Anne
Sieber, Caroline Margaret	Worden, Alice May
Simon, Amelia	Wunder, Clara Frances
Simpson, Florence Myra	Wurthmann, Wilhelmina L.
*Simpson, Julia	Zaliels, Sara

* Honor Students

Graduates from the Kindergarten Course

Arnold, Agnes Shirley
Bernheim, Madeline
Brine, Margaret Mary
Brown, Augusta
Brown, Jeanette
Bussel, Sarah
Duppler, Frieda
Ferdon, Beatrice Charlotte
Fordham, Mary Rhoda
Ginther, Ida Lillian
Goldberg, Rose
Hale, Edythe Mildred
Lane, Ethel May
Lankenau, Adele Anna

Lewis, Mildred Florence
Lewitt, Rose
Lindberg, Lillie Margaret
Mahoney, Kathryn Agnes
Moore, Sylvia Harriet F.
Norden, Cecelia Kathrine
Rank, Lulu
Reimers, Alma Cecele
Rooney, Margaret Stewart
Triess, Augusta Paula
Unger, Margaret
Weiss, Gertrude
Wilde, Muriel E. S.
Wolfe, Deborah Sarah

UNIVERSITY OF ILLINOIS-URBANA



3 0112 111879547